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THE ALUMINUMWARE INDUSTRY OF WASHINGTON COUNTY, WISCONSIN

ROBERT M. CRISLER
Northwestern University

Decentralization of industry has been a topic of considerable discussion in recent years. However, geographic literature shows a relative lack of material on this subject even tho it is one that should attract the attention of geographers. The study presented here is far from exhaustive on this subject but it is hoped that it will prove useful in showing the assets and liabilities which one particular type of manufacturing encounters in small towns.

There are three plants in Washington County, Wisconsin, that manufacture aluminum cooking utensils. The largest and oldest is the West Bend Aluminum Co. at West Bend, the county seat. The enterprise of individuals was the chief factor in the establishment of both this plant and a second plant, the Kewaskum Utensil Co. at Kewaskum. In contrast to these two, a third plant, a branch of the West Bend Aluminum Co., located at Hartford primarily because a factory building and a large labor supply needed for further expansion of the industry were available there. These three plants are located northwest of and just outside the Milwaukee metropolitan district.

The Washington County aluminumware plants originated in the county as a result of the enterprise of certain local businessmen. One of the men, B. C. Ziegler, led in the development of the industry, and was president of the West Bend Aluminum Co. until his death in 1946. That the choice of this industry for their community was a good one is evidenced by the industry's continued expansion since its beginnings in 1911.

The question arises whether the study of an industry such as this, which did not move here from a large city, can be of value in the overall understanding of industrial decentralization. The

position is taken here that studies of many industries which have been successful in small towns, should bring out some of the more pertinent considerations involved in why other industries might find it desirable to decentralize. The thirty-six year old aluminumware industry of Washington County, Wisconsin, should prove excellent for this purpose.

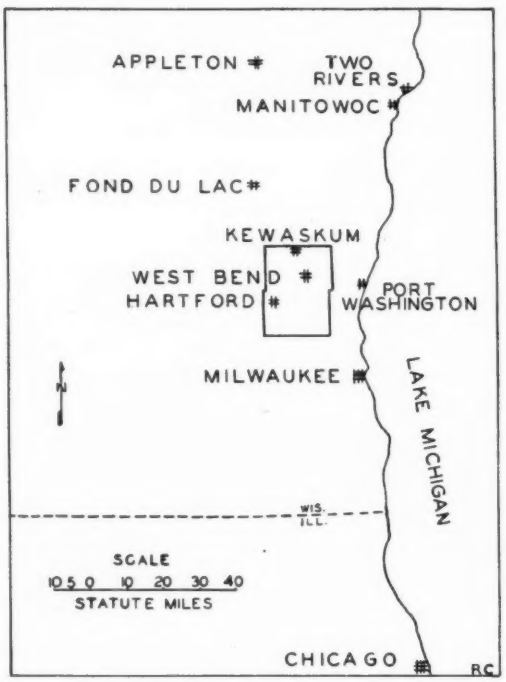

Fig. 1. Locational map showing Washington County, Wisconsin, and selected cities.

The factors generally accepted as dominant in locating a manufacturing plant include: (1) enterprise of an individual or individuals, (2) labor, (3) markets, (4) raw materials, (5) transportation, (6) power and fuel, and (7) capital. Other factors often listed include cost of suitable site, early start, inventions, climate, water supply, favorable legislation, political conditions and trends, taxation, stable business conditions of the area, disposal of waste and scrap, and room for expansion.[1] It is well known that in most instances it is difficult to separate these factors one from another, and that the relative importance of any of these factors varies with the individual industry. In the case of the Washington County aluminumware industry, assuming enterprise of individuals in the beginning and efficient management since, labor seems to be the single most important factor.

The enterprising founders of the West Bend Aluminum Co. were aided by what might be called a historical accident. An

[1] See for example: C. F. Jones and G. G. Darkenwald, *Economic Geography* (New York: The Macmillan Co., 1941), pp. 472-476; C. L. White and E. J. Foscue, *Regional Geography of Anglo-America* (New York: Prentice-Hall, Inc,, 1943), pp. 384-389; L. E. Klimm, O. P. Starkey, and N. F. Hall, *Introductory Economic Geography* (2nd ed.; New York: Harcourt, Brace & Co., 1940), pp. 297-300.

aluminum goods factory which had been operating at Two Rivers, Wisconsin, underwent a reorganization of its heads and released two brothers, Carl and Robert Wentorf. These two men, well versed in the business, were hired to begin operations of the new industry at West Bend. The first plant was a rented building on the west side of the Milwaukee River. The frying pans, sauce pans, pudding pans, and pie plates, made by the company found a market almost immediately in such nearby cities as Milwaukee and Appleton. Within three years the first plant became inadequate, and a new site was purchased on the east bank of the Milwaukee River. The land was levelled, the river straightened, and a new plant erected. The plant was enlarged in 1918, again in 1926, 1927, 1936, and 1946.

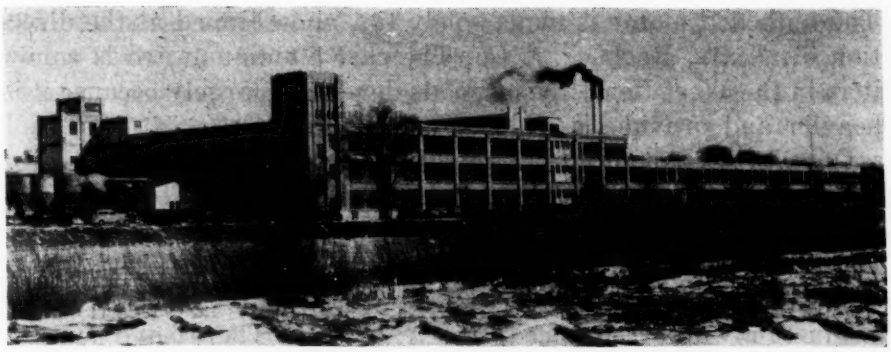

Fig. 2. Looking across the Milwaukee River at the West Bend plant of the West Bend Aluminum Company. Picture taken in 1937 just after the three-story section of the factory had been completed.

The enterprise of local individuals was again important in the development of the Kewaskum Utensil Co. at Kewaskum, a small town eight miles north of West Bend. This plant was started just after World War I by a prominent local family in order to provide an opportunity for a member of the family. The members of the family instrumental in developing the industry died in 1942, and the plant was sold in 1945 to four men from Massillon, Ohio, who had been in the aluminumware industry in that city. A new addition to the present plant is now being constructed. The company produces thirty-five items and hopes to gradually build up a more complete line.

It is already clear that initiative played a conspicuous part in

getting the aluminumware industry started in Washington County. Efficient management was necessary for its growth. This growth led to expansion to Hartford and the development of the third plant in the county.

In 1944 the West Bend Aluminum Co., which prior to this date had manufactured chiefly stamp aluminumware, expanded outside of West Bend by purchasing the Kissel Industries plant at Hartford, eighteen miles away. This plant had begun in the 1890's as a plow works.[2] From 1906 until 1930 it made automobiles, and after that the Waterwitch Outboard Motor marketed by Sears, Roebuck, & Co. When purchased by the West Bend Aluminum Co., the plant at Hartford was engaged in the manufacture of naval and aircraft war materials. At present the West Bend Aluminum Co. is manufacturing outboard motors and cast aluminumware at Hartford. The outboard motor is made solely for, and shipped at the direction of, Sears, Roebuck, & Co. The cast aluminumware is a new item in the West Bend line of goods developed largely because it is heavier and provides a wider range of items.

Of prime importance to this industry has been the availability of efficient labor from the local environs. Today the industry is largely unionized and this has tended to eliminate any advantage of low cost labor that might otherwise occur in small towns. The Washington County plants are not 100 per cent unionized but most of the production workers belong to the A. F. of L. There have been no strikes to date.

It was pointed out to the author by the owners of the Kewaskum Utensil Co. that the chief contrast between operating the plant at Kewaskum and the one they were formerly connected with at Massillon, Ohio, was in connection with labor. They considered the labor in Kewaskum of a better type than in Ohio where there was competition from steel mills paying higher wages, more absenteeism, and where there was a tendency towards more frequent labor disputes.

Even with two and a half times as many employees as before the war, which means the addition of a significant number of new employees, labor at the West Bend Aluminum Co. has maintained an efficiency almost equivalent to the pre-war record. Labor in

[2] Sears, Roebuck, & Co. purchased a half interest in the plow works. After Louis Kissel began making automobiles, Sears bought out the plow works and moved it to Bradley, Ill.

small towns such as these, in contrast to labor in large cities, tends to be more interested in the success of the business. There is apparently more of a feeling of being a part of the community that tends to give higher efficiency. This is one of the strongest arguments favoring decentralization of industry generally. There are 900 employees at West Bend, 300 at Hartford, and 180 at Kewaskum. The 1940 census showed West Bend to have a population of 5,454, Hartford 3,910, and Kewaskum 880. Most of the workers are of German ancestry.

Since these towns are small, the labor reservoir within them is not large. This tends to hinder expansion of the aluminumware industry. About fifty per cent of the labor for the West Bend plant comes from the town itself and the remainder from farms and small towns within a radius of twenty miles. It is estimated that some twenty-five per cent of the labor lives on farms. Employees at Hartford come from within a radius of fifteen miles and at Kewaskum from within a radius of eight miles. One of the chief advantages of the expansion of the West Bend Aluminum Co. to Hartford was the new labor reservoir made available.

Living conditions for the workers are important. These are clean appearing towns where people can enjoy living and rearing families. Costs of living are lower than in the larger cities of the American Manufacturing Belt. Employees of these plants tend to be proud of their jobs and of their homes, and to take an active part in community life.

An important factor in the success of the industry is the existence of a market. The early market was in nearby towns but in 1912, Sears, Roebuck, & Co. was induced to handle the West Bend product, the first stamped aluminumware marketed by this large retailing organization. A close relationship with this firm has continued since that time with as much as a third of the West Bend output being handled in some years by Sears, Roebuck, & Co.

During World War II all three plants were engaged entirely in war work. Among the many items made, the more important were cartridge cases, torpedo parts, rocket containers, powder storage tanks, and steel mortar shells. Since aluminumware was virtually unavailable to the consumer during the war years, a vast demand exists at the present time. This has meant that many new firms thruout the country have become engaged in this industry. Whereas there were fourteen or fifteen competing firms in the United States

before the war, there are now approximately one hundred and thirty. Production now in Washington County is approximately four times as great as it was before the war. However, the market will eventually become saturated and again place the industry on a competitive basis. One of the chief problems looming in the future is whether the industry in Washington County can maintain its favorable competitive position.

The market for the products of these plants is nationwide and some four per cent of the West Bend aluminumware is exported. The domestic market can be outlined as follows. First of all, the chief outlet for the products is retail stores thruout the country. For example, the West Bend Aluminum Co. has 6,000 direct accounts and another 25,000 retail outlets thru distributors. "West Bend" and "Regal" (made by Kewaskum Utensil Co.) brands compete in this market with such brands as "Mirrorware" made at Manitowoc, Wisconsin, and "Wearever" made at New Kensington, Pa. Secondly, even tho the two Washington County aluminumware manufacturers prefer to market their products under their own brands, they also have a considerable "private brand" business with such firms as Sears, Roebuck, & Co. A third type of business is the making of industrial goods for others, known as "specification work." Such jobs are being turned down now in order to concentrate on the manufacture of consumer goods. Fourth, the best grade consumer goods made by the West Bend Aluminum Co., known as "Kitchen-Craft," is sold by house-to-house salesmen. Finally, special items such as copperware and cast aluminumware are handled by certain retail outlets in order to suit specific consumer tastes. It is probable that the West Bend Aluminum Co. will eventually begin making stainless steel kitchen utensils as they are coming down in price and many consumers prefer them. More difficult tooling of dies is one of the chief problems. The West Bend Aluminum Co. being much larger than the Kewaskum Utensil Co. can produce a larger variety of products economically, and even sells some items such as perculator insets for pressure cookers to other United States competitors. As they expand, both firms tend to manufacture a greater variety of products.

The West Bend Aluminum Co. export market is based at least in part on the fact that the markets of foreign aluminumware manufacturers do not warrant production of a wide variety of

items. In exporting to Canada this may mean supplying certain items to competitors. Besides Canada, the export market is chiefly in (1) United States possessions, (2) Latin America, and (3) British Commonwealth of Nations.

In studying any industry the availability of raw materials must be taken into consideration. Sheet aluminum, which is the primary raw material for this industry, comes chiefly from Alcoa, Tennessee. Other sources are Fairmont, West Virginia, Sheffield, Alabama, and Louisville, Kentucky. Nearby Milwaukee is the chief source of items such as wood fittings, castings for the castware made at Hartford, and office supplies. All machinery noted in the plants was manufactured within the American Manufacturing Belt. Most of the excelsior and paper used in packing the finished product comes from northern Wisconsin. There is apparently no significant difference between raw material costs at Kewaskum, Wisconsin, and Massillon, Ohio.

Transportation is closely tied in with other factors especially raw materials and markets. Most of the sheet aluminum is shipped by rail. From Alcoa it takes five or six days, only a day longer than from Alcoa to Massillon. Most other raw materials come in by truck. Shipment of the finished products is largely by rail. All three plants have good rail and truck connections and local shipping facilities. Freight rates on both raw materials and outgoing shipments are favorable, tho perhaps not in exactly the same ways nor to precisely the same degree, with respect to other industries contemplating location in small towns. From the standpoint of national markets, since the plants are about centrally located, shipments can be made to all parts of the country at equitable rates.

Availability of adequate power and fuel is often a leading factor in the location of an industry. In the case of the kitchen utensil industry, many locations in the country are as satisfactory as Washington County if this were the only factor involved. Coal and fuel oil are used in heating the plants. Most of the electric power used is transmitted from Port Washington where power is derived from coal, much of which is brought in by lake transport. The Milwaukee River, which flows by the West Bend plant, and the Rubicon River, which flows by the Hartford plant, are not power sources for these plants. Power, like transportation, is a factor which has become flexible enough to allow successful development of industry away from larger cities.

In the location of the aluminumware industry in Washington County, as in locating any industry, capital was necessary. Its availability ranks high among the factors causing the original location. For example, the original incorporation of the West Bend Aluminum Co. was for $14,000, and thruout the entire development of this Washington County industry, local capital has been adequate.

The Washington County aluminumware industry has been discussed under each of seven important factors generally accepted as dominant with respect to plant location. There are, however, a number of other factors, enumerated above, which may be important in plant location and continued success.

Low investment in suitable sites may enter into the establishment and development of an industry. For example, the first site for the industry in Washington County was an empty building near the center of the town of West Bend. The building had been used as a knitting mill, and was rented by the West Bend Aluminum Co. for $100 a year. Some help was given by the town of West Bend in straightening the Milwaukee River to provide the present site which is just across the river from the first building used. The availability of the Kissel Industries plant in Hartford was important in the expansion to that town.

The early start of the industry has been a favorable factor. The aluminumware industry, which had achieved success in Wisconsin before 1911 at Manitowoc and Two Rivers, was imitated at a time when aluminumware was just beginning to have a considerable market. It is reasonable to believe, that "know-how" developed over a period of years, both in production techniques and marketing, will favor this industry over many competitors who have arisen primarily in response to the present post-war demand.

Inventions have favored the industry. The development of the waterless cooker by the West Bend Aluminum Co. in 1921 was one of several inventions which have been important in boosting the industry.

Climate here is ideal. It is hardly one of the more important factors but it reacts favorably on other factors, especially efficiency of labor. With the development of airconditioning techniques, the importance of climate is declining as a leading factor in the location of many industries, except that production costs would be higher in a plant where airconditioning was necessary when com-

pared to one in which it was not necessary due to favorable climatic conditions to begin with, this latter condition prevailing in the Washington County aluminumware industry.

Large amounts of specially conditioned industrial water are

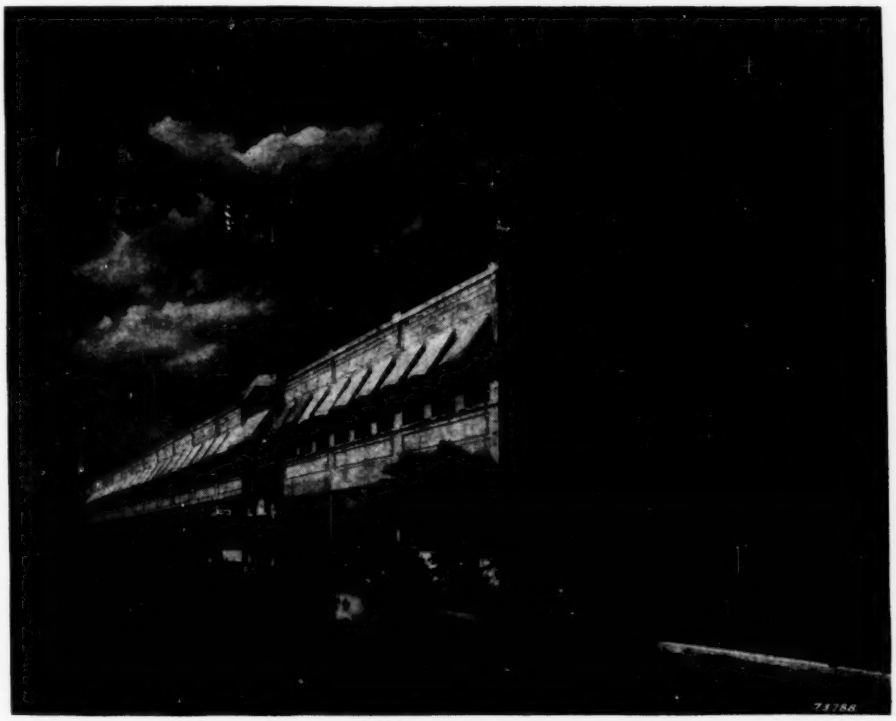

Fig. 3. West side of the office and factory building of the West Bend plant of the West Bend Aluminum Company. (June, 1942)

not necessary in this industry. Local water supplies are used and are adequate.

Legislation has been a neutral factor rather than a positive or negative one in the location and development of the industry. In other words, no laws which would have been specifically helpful or specifically disastrous to the industry have been passed. The same holds true for political conditions and trends.

No help is being given in any of the towns with respect to tax rebates or cheap utilities. The industry has located in the county for other reasons than special concessions of this type. It is to be expected, of course, that lower tax rates will exist in small towns,

such as these in Washington County, due to lower land values.

Business conditions of the area seem to be quite stable. Agriculturally, the area is a center of a well-developed dairying industry with a few vegetables grown for local canneries. Besides the aluminumware industry, a considerable development in leather goods manufacture helps lend support to the well-rounded economy of the county.

There is no large amount of industrial waste to dispose of, but an item of some importance in production costs concerns the aluminum scrap. The West Bend Aluminum Co. bales this and returns it to Alcoa for reworking. The smaller Kewaskum Utensil Co. sells it to a scrap dealer in Fond du Lac.

Tho the aluminumware industry is still expanding in Washington County, the chief handicap is lack of an adequate reservoir of labor. This handicap may have the advantage to the communities of preventing overexpansion and the hiring of extra workers in good times followed by their release in slack times. Further expansion will most likely come in developing the plant at Hartford.

It has been noted that this industry got its start in the county in 1911. Its continued existence and expansion within the county has been based on several factors. Among the more important are (1) the enterprise of individuals, (2) efficient labor supply, and (3) established markets. The enterprise of individuals and consequent development of the industrial "know-how" necessary for continued success against competition was aided by such things as available local capital, factory sites with space for expansion, and an early start. Alert management has proved an important essential that can not be overemphasized. Labor is efficient, and this is based on such items as heritage, pleasant surroundings, lower cost of living, and lack of competition from higher paying jobs. A superior market was established at an early date and maintained with the help of such things as adequate transportation and inventions.

When the industry is again on a competitive basis, a condition which will probably be reached in 1947, it seems likely that a number of newer competitors will have to meet the keen competition of such older established firms as these.

Some advantage might be found for locating such plants as these in large marketing centers such as Chicago if labor as efficient as here could be found there. This "if" is apparently important

enough to have meant success to the industry in Washington County where such a labor supply definitely exists.

What then has this case study brought out that may be of some value to the study of decentralization of industry? It has illustrated how a large number of factors involved in the location and expansion of an industry apply to a manufacturing enterprise outside an industrial center. It has observed that certain of these factors favored the location of this industry in small towns. It seems probable that the factors favoring the aluminumware industry in Washington County are similar, tho never exactly alike, the factors favoring other industries located in or contemplating location in small towns. The trend toward decentralization is a reflexion of this situation. Certainly more case studies such as the one presented here are needed to explore further the problems of decentralization encountered in industrial plant location and re-location for their fuller understanding and interpretation.

CONTRIBUTIONS OF HIGH SCHOOL GEOGRAPHY TO EDUCATION FOR CITIZENSHIP*

ADA M. SHAWKEY
High School, Aliquippa, Pennsylvania

Specifically I am here to discuss with you the contributions high school geography can make to education for citizenship. I believe we can accept the facts that good citizenship is the aim and purpose of all teaching, that the contributions the high school geography can make to education for citizenship are of prime importance. But before I point out definite contributions which the high school geography can make, I should like to consider with you the need for better citizenship and the reason why education thru geography must be emphasized at the high school level. For that purpose I'm going over some familiar ground to get us all thinking together.

Insufficient Good Citizenship

We have come thru a period which gave evidence of the lack of sufficient good citizenship. In one generation, our own, we have

* Presented at the Columbus meeting of the National Council of Geography Teachers, December, 1946.

passed thru World War I, a period of economic maladjustment, and World War II. Man did not have the knowledge to give him the citizenship necessary to make him capable of managing the huge and varied problems that existed in nations and between nations. Within our nation, people went hungry in some areas while pigs and corn were destroyed in the middle-west area. Brazil destroyed coffee because many people of the world couldn't afford to buy it. Germany's attempt to find a place among the nations was in part an attempt to solve the problem of food and raw material shortages. Trade agreements, food production, food distribution, flood control, soil conservation, social security plans and health insurance are but a few of the problems. It seems clear that man must know about the earth which is his home, and the patterns of life upon it before he can exercise wisely the duties of a good citizen. Good citizens have respect for other people, moral convictions, mental honesty and a cooperative spirit. With the development of geographically intelligent citizens may come leaders which we may rightfully call statesmen. It has been said that statesmanship is the skillful management of natural resources.

Citizenship in a World Now Small

We are living in a world which has become small. Mathematically, distance is the same but we must consider distance in a new light, that of hours. Man's inventions lead him to form new patterns of relationships with the earth. Since all of us here today are geographers, we realize that because of transportation, seas, jungles, mountains, frozen wastes, and vast deserts are no longer barriers to the movement of man or cargo. We all realize that it has become manditory for man to think globally. We have world news services, world trade (of a sort), world-wide investments of capital, and world radio service. We have the atomic bomb which may either help to destroy or help to make the world a peaceful community. Thus we have arrived at a place in the world's history where citizenship must be such that man can adjust himself peacefully in a world which has become, in a sense, small, in a world which is, in a sense, one community.

Greater Knowledge for Modern Citizenship

Primitive man was, thru lack of transportation, a citizen of a very small world. His community was the world, therefore the

knowledge necessary for the exercising of good citizenship was small. As tranportation grew, communities became states, and states became very nationalistic in citizenship. The geographic knowledge of the people was insufficient for them to realize that nations depend one upon the other, the problems of one being the problems of another. It takes a great deal of geographic information to realize that neither man nor nation can exist unto itself. Citizenship now means more than being a member of a state. Citizenship is being a useful member of a world community, and geographic teaching must be strengthened and expanded until the necessary geographic information is attained to make citizens capable of unifying the present world economically and socially.

Strengthening Geography at High School Level

If we are going to strengthen and expand geography teaching to fill the need of good citizenship in a modern world, our best contributions can be made at the high school level. Citizenship training begins in the home, but it must continue thru elementary school, high school, and college, if the latter be possible. In the past, our weakest contributions have been at the high school level, frequently there being no geography at that level. No matter how well we teach geography, or any other subject at the elementary level, a part of what we thought was learned will be forgotten.

Students below high school level are not sufficiently mature to gain the more interpretative geography. Much time must be spent in the more descriptive type of geography, and in learning the use of the tools of geography. By the time a student reaches the high school he can begin to use the facts and relationships he has learned to carry on geographic thinking. He is now able to understand problems of conservation, wasted coal, wasted soils, and distributions of economic goods. Since a very small percentage of our population attends college, the high school is the only place where the student has an opportunity to develop the more mature geographic thinking. Therefore, the high school geographers must teach better the fundamental principles of geography. For global thinking, world citizenship, it is more important than ever that world patterns of population, climates, soils, landforms, water resources, vegetation and mineral resources be well known. Most world problems arise from natural resources and their uses.

Geographic Framework of the World

Thus the first contribution high school geography can make to education for citizenship is that of rounding out and finishing up the details of climates, mineral distribution, population, and landforms which make up the geographic framework of the world. This will give a mental picture of the world which the students can use for geographic thinking. There will also be developed greater skill in use of geographic tools such as maps, graphs, pictures, and tables of statistics. This finishing up is not a matter of any number of hours or days. It will come about because the high school courses, the more interpretative type of geography, creates opportunity for students to use the mental picture of the world and the tools of geography. Thru full comprehension of the world pattern of resources and man's use of the same, the students gain the concepts which enable them to think soundly about the world's social, economic, and political problems. With such thinking, the students are well on their way to becoming intelligent citizens. Those persons who have gained understanding and an appreciation of our own land, our natural resources, and our natural beauties are the persons best prepared to solve civic problems of community living such as locations of schools, road building, improvement of streams, water supply, and soil conservation. Those who understand our problems and have learned about other peoples' problems are better prepared to search for solutions to world problems.

Knowledge of Essentials of Life

Geography in the high school contributes knowledge which helps the students understand how they have gained the essentials of life, shelter, food, and clothing. Students begin to realize that their homes are the product of many workers: miners, lumbermen, steelworkers and others. They learn that those workers live in environmental patterns unlike their own. They learn that certain foods such as coffee, cocoa, and bananas are products of climatic conditions which are not present within our country. The mature high school minds gain an appreciation for the planning and the work which makes possible life's essentials. If more people understood how life's essentials became available and why there should be better distribution there might be more respect for regulations, and better citizenship behavior toward laws. Our sugar shortages and regulations illustrate this very well. Compare the wild statements of

those without geographic knowledge with the statements of any group who have had economic geography. While the latter group admit they can't entirely understand the situation they don't make such statements as, "Sugar is scarce because refineries are shipping it all to Europe." Another illustration is the butter shortages of some months ago. More than once I heard it said, "All the butter is being sent to Russia." Such statements reflect the lack of geographic thinking. One with geographic knowledge would have tried to have found out what amount of butter was sent in relation to the amount produced and how much it was needed. Thus knowledge of life's essentials and their availability could lead to better thinking, better citizenship, a better world community.

Wise Selections of Occupations

High school geography can contribute to making happy citizens by providing information which leads to wise selection of occupation. Man cannot try out all the occupations, but thru geography, he can learn a great deal about a great many of the activities of man. In some regions where industries are varied, first hand knowledge can be gained thru field trips. In regions of little diversity in industry, the need for geographic study of occupations is greater than in areas where there are many industries. Unless there is planned study of industries, many high school students do not realize man may have much choice. I'm living and teaching in a one-industry town. Over and over I realize that many students have come to high school age taking for granted that life beyond high school must be that of a mill hand, a steel laborer. If our citizens knew more about occupations, had respect for other workers, and thru careful selection had become well adjusted in their own occupations, it would be reflected in good citizenship.

Effectiveness of Other School Subjects

High school geography can contribute to education for citizenship by the contribution it makes to the effectiveness of other school subjects. Without geography, history is not much more than a mere record of man's activities. Geography supplies the "why" for man's activities. For example, the story of the rise of the British empire is only a long list of changes, unless we see that each step in its history is, in part, explained by the insular location, comparatively level land with some low mountains, favorable soil and cli-

mate and rich deposits of coal and iron. The humid climate and rich pastures help explain the early wool industry. The development of wool textiles led to desire for markets. Coal furnished power for mills and ships. Coal made possible the development of the making of both textile machinery and ships. In using ships and finding markets, colonizations grew. Thus we could go on and on, but I believe this is enough to illustrate the help geography can contribute to learning history. If history is studied for the purpose of helping citizens avoid pitfalls, they must understand the "why" which geography is able to contribute. Mature understanding of geography gives meaning to literature and all reading. It contributes by providing vocabulary and background information for interpretation of reading. For example the person who knows monsoon weather conditions will understand Louis Bromfield's book, *When the Rains Came* better than the one who knows nothing of rain and temperature conditions in India. Just this past week one of my senior boys told me that since he had studied climates he thought he knew why so many mystery stories had their setting in London. Since citizenship is the aim and purpose of education, the contribution geography can make to other school subjects is measureless.

Interpretation of Current Events

Correct geographic interpretation of current events in the high school contributes as much or more to education for citizenship than any phase of geography. The current topics used create opportunity for development of geographic thinking. Why did Russia want its troops in Iran? Why did Britain and the United States protest? Thru the study of Iran's location, its surface features, its minerals, the location and supply of petroleum in comparison with other reserves of petroleum, the students begin to understand. By seeking to find geographic explanations which lead to events, students develop habits of looking for relationships between natural environment and the social, economic, and political structures of this world. Such interpretations of news is necessary to a good citizenship program. The classroom discussion can clarify events by bringing to light the geographic facts. The knowledge of geography begins to operate in helping individuals carry on duties of citizenship. While the students may not go out and vote, they are adults and their opinions may be carried to the dinner table to adults whose thinking and citizenship may be influenced.

Wise Use of Leisure Time

High school geography, be it political, physical, economic, or world geography can contribute to wise use of leisure time that will tend to lead to better citizenship. A student with a thoro knowledge of high school geography is likely to become interested in either reading or traveling or both. Some students may become interested in man's economic activities and use their leisure time to explore industries of their own communities and near-by areas. Some may be led to an exploration of the world's industries thru reading. In either case there will be growth of respect for work done by man. Others may tend to use leisure time to find out about the physical phenomenon of their own community. Some may use leisure time to find out how peoples of other nations use their natural resources to advantage or disadvantage and therefore will grow in respect, tolerance, and friendliness for other people. With that there is likely to grow a sense of responsibility within themselves which will end in better citizenship, better international relatons. Perhaps students may not develop interests such as I have just mentioned, but their geography may still contribute to better citizenship thru recreation. Persons with geographic training are better prepared to plan vacation trips. They will know how to dress to suit the climatic conditions; they will see more in the landscape. Thru wise planning they will return from vacation trips satisfied and ready to carry on the routine responsibilities of a good citizen.

Conclusion

After listing these six contributions which high school geography can make to education for citizenship, may I add that it is generally agreed by educators that an appreciation of the world we live in is essential to good citizenship. Geography, therefore, has much to contribute to education for citizenship at any level. Thru it, familiarity of the world and its peoples can be gained. Geography helps to broaden the vision of our citizens. It develops the international mind. It can lead to a peaceful world community. Again may I say that since elementary students are too young to gain full comprehension of the relationships between man's physical world and his social, economic, and political worlds, and since many students do not attend college, the geography at the high school level must, thru its contribution, become the essence of education for citizenship in a world community.

SLAVES OF THE TIME BELTS

C. G. STRATTON
State Teachers College, River Falls, Wisconsin

If you were made to believe that the people of some foreign country voluntarily bought and placed in their homes a machine which regulated their goings and comings, the times of their eating and sleeping, their hours of labor, their hours for play and their hours for prayer, a machine which they thought they must obey implicitly and unthinkingly, you might suppose these people to be ignorant and superstitious. If you also learned that the government of this hypothetical country, by manipulating these machines, could and did interfere with the lives of its citizens, sometimes causing them much inconvenience, you might have a still lower opinion of such a people.

This is no hypothetical country. It is any civilized country you care to name. And the machine is the clock, without which no family is content. Under War Saving Time the government directed everyone to set his clock one hour faster. As far as I know there was no compulsion to start the day any earlier except in the case of government controlled activities. No legislation was passed forbidding us to have lunch at 1:00 instead of 12:00 or to go to work at 9:00 instead of 8:00. All that was necessary was to have the clocks set ahead an hour and, sheep like, tho sometimes grumbling, we all began and ended our daily activities an hour earlier. To disobey the clock was unthinkable. If the government had said that all activities should begin an hour earlier it is doubtful if the objectives of War Time could have been attained. People would have obeyed the clock instead of the government.

TIME BELTS OF THE UNITED STATES

It is not the purpose of this paper to relate the history of man's long struggle to achieve a satisfactory system of measuring and defining time, culminating in the establishment of standard time belts. Suffice to say that time belts are established all around the world. The object here is to analyze the situation in this country.

There are, in the United States, four time belts, Eastern, Central, Mountain and Pacific. These belts are shown in Fig. 1. They are drawn according to a directive from the National Bureau of Standards, issued in 1941. When it is noon, local or civil time, on

the 75th meridian, it is noon, standard time, for the Eastern time belt. In a similar manner the standard time of the other belts is governed by the local time of the 90th, 105th, and 120th meridians.

At first thought one might suppose that places situated exactly on a standard meridian would be ideally located as far as time is concerned and that the working day there would most nearly

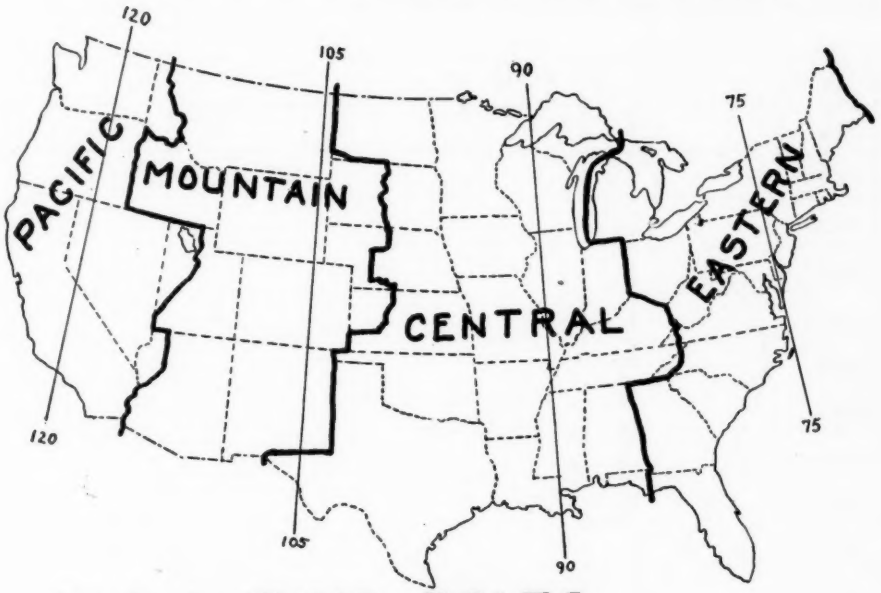

FIG. 1. TIME BELTS

coincide with the daylight hours. Such is not the case. When the clock says noon we quit work and have lunch. We do not return to work until an hour of the afternoon has gone by. Let us consider the usual eight hour day. We start work at 8:00 A.M. and quit work at 5:00 P.M. We have used four hours of the forenoon and five hours of the afternoon. The middle of our working day is not noon at all. It is 12:30 P.M. The ideal situation, then, as far as concerns the utilization of daylight, is one where the local time is 12:30 when the standard time is 12:00. This condition exists seven and one half degrees west of each standard meridian. For this reason the time belts have a tendency to creep westward. (See Fig. 1) Indeed, for working hours to most nearly coincide with daylight hours for the whole area, each time belt would be wholly west of its standard meridian and would extend westward to the next standard meridian.

It is easy to understand why the people of highly industrialized

areas are usually in favor of daylight saving time in summer. At that time the work day can begin an hour earlier without infringing on the night and the additional afternoon daylight hour can be utilized for recreation, gardening, or other work around the home. It is equally easy to understand why farmers often object to it. The tempo of farm activities is closely related to sun time. Cows must be milked and stock fed according to the sun rather than by

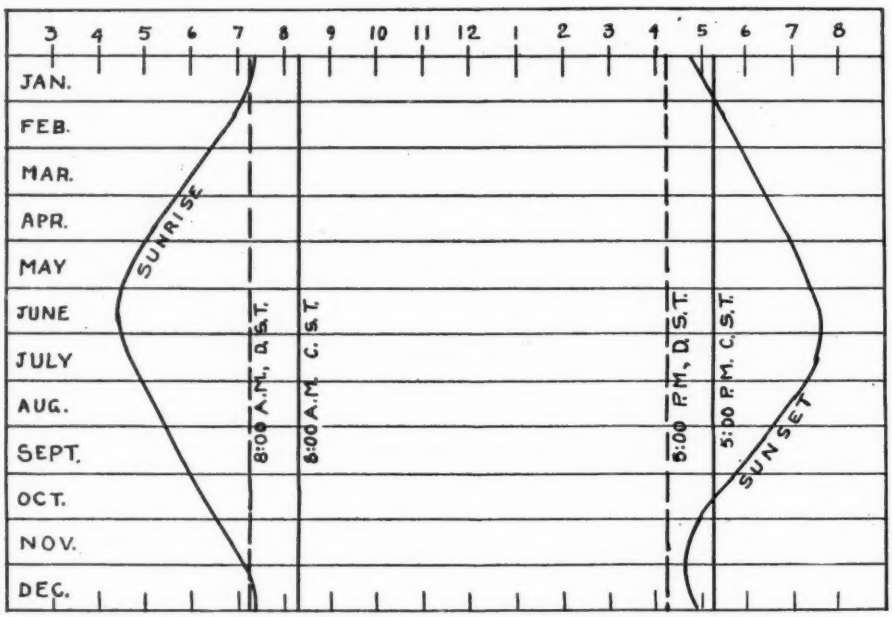

FIG. 2. INDIANAPOLIS, IND., 86° 10' W.

the clock. Haying, harvesting or threshing often must wait until the dew has dried away. It is a source of irritation to farmers when helpers come out from town an hour or two before work can start and then quit work when the sun is still high in the sky. So the farmers are in favor of daylight saving time only in areas where it approximates sun time more closely than standard time does.

War Time and the Time Belts

War Time was inaugurated primarily to save electric power or to give it a more economic distribution. In general, it probably achieved that objective. It seems, however, that certain modifications might have avoided inconvenience and even hardship for

many people. To illustrate this point let us compare a place near the eastern edge of the Central time belt with another place near the western edge of the Eastern time belt. Indianapolis, longitude 86° 10′, is near the eastern edge of the Central belt. Kalamazoo, Michigan, longitude 85° 35′, is near the western edge of the Eastern belt and is almost directly north of Indianapolis. Graphs have been constructed for both places showing the time of sunrise, the time

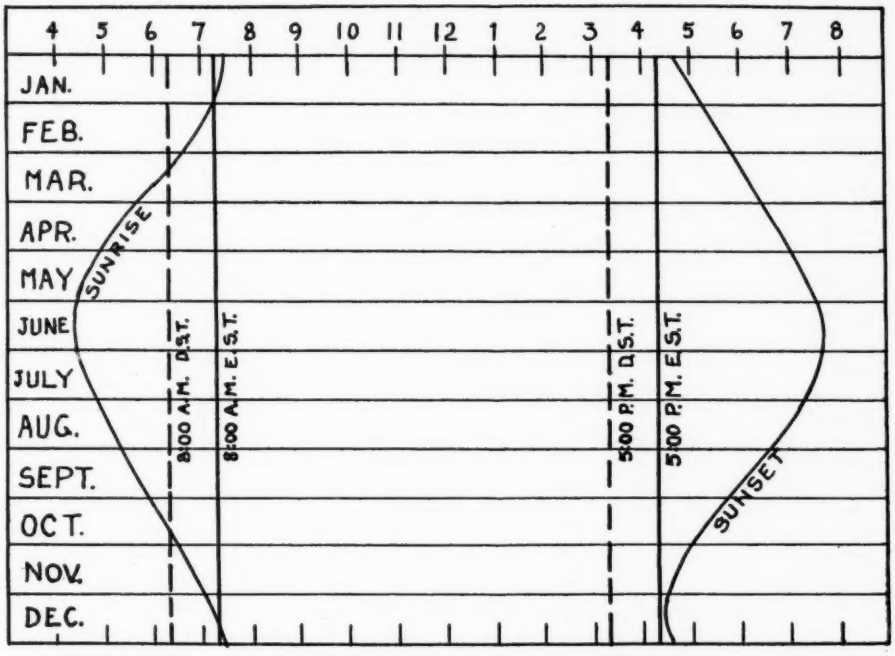

FIG. 3. KALAMAZOO, MICH., 85° 35′ W.

of sunset, 8:00 A.M. and 5:00 P.M. standard time, and 8:00 A.M. and 5:00 P.M. War Time or daylight saving time. (See Figs. 2 and 3) The time used in the graphs is local time and the times for sunrise and sunset are adapted from the Nautical Almanac for 1946. The difference between local and standard time is easily computed from the difference in longitude from the standard meridian. Kalamazoo is 10° 35′ west of its standard meridian. Standard time at Kalamazoo is therefore 42 minutes and 20 seconds faster than local time. Indianapolis is 3° 50′ east of its standard meridian and standard time at Indianapolis is 15 minutes and 20 seconds slower than local time.

Referring to the graph, we find that War Time was no hardship

at Indianapolis. It was, in fact, a distinct benefit in that it gave a better correlation between the working day and the hours of daylight. We heard no objections from Indianapolis or from Indiana in general. Turn, now, to the graph for Kalamazoo. You will see that the working day at Kalamazoo under standard time is almost identical with the working day at Indianapolis under War Time in its

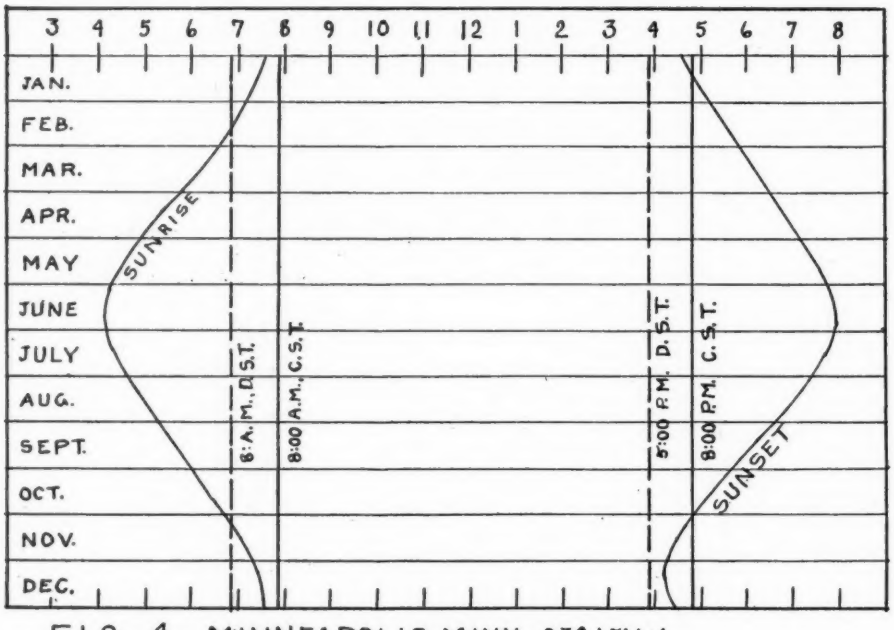

FIG. 4. MINNEAPOLIS, MINN. 93° 15' W.

utilization of daylight. The work day began a little too early but it was not a bad arrangement and was exactly what War Time said was good for Indianapolis. Nevertheless the law required that clocks be set ahead another hour thus increasing the already existing discrepancy by that much. We can now see why a storm of protest arose in Michigan, Ohio and Georgia, the three states farthest west in the Eastern time belt. Students attended their morning classes arrayed in bathrobes and carrying candles. Girls petitioned their Deans for escorts to take them to classes in the dark morning hours. The legislatures of the three states refused to accept War Time, thus intensifying confusion. Railways and other government controlled institutions were obliged to run on War Time anyway. At Lansing, state employees, obliged to work by standard time, found all stores closed by the time their work day

was ended. They were, in effect, forced to conform to War Time because they had to do their shopping before they went to work instead of after closing time.

Fig. 4 illustrates the conditions at Minneapolis, a place only a short distance west of the standard meridian. Under standard time the work day is pushed too far into the afternoon, ending after dark in the winter. Under War Time it is pushed too far into the forenoon and winter days must begin in darkness. Neither day is

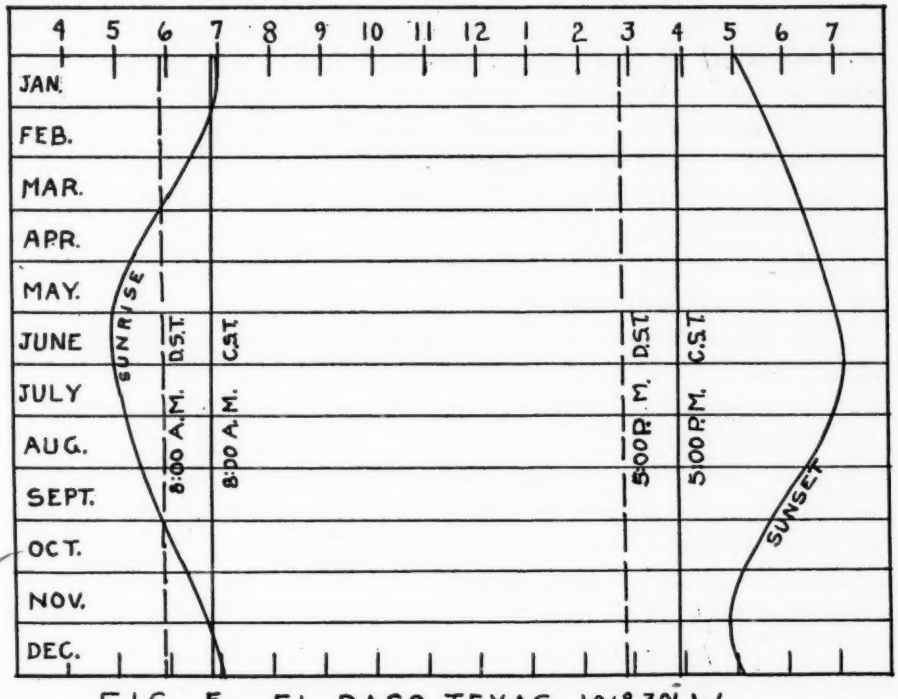

FIG. 5. EL PASO, TEXAS, 106° 30' W.

ideal. There is no great advantage in either. Consequently, no great outcry was made and few objections were heard at Minneapolis.

Fig. 5 illustrates an extreme case, that of a region just east of El Paso, Texas. This region is abnormally distant from its standard meridian, the 90th. It is so distant that it is actually west of the next standard meridian. The working day under standard time is already badly displaced into the morning hours since standard time is over an hour faster than local time. The southerly location of the region ameliorates this condition somewhat as the winter days are considerably longer than at the other stations under consideration.

The winter sun rises soon after people start to work. But to apply War Time here approaches the ridiculous as may be seen from the graph. Unfortunately, information is not at hand regarding the reactions of the people affected. Since the area is thinly settled, their outcries—if any—did not make the headlines.

WHY HAVE TIME BELTS?

It seems that some inconvenience could have been avoided if War Time had been applied only to those portions of each time belt lying east of the standard meridian. But, immediately, we begin to see objections to this plan. It would have upset transportation schedules and caused inconvenience in many other ways. It would not have worked if for no other reason than that we are slaves to the clock. We could hardly expect a train crew to set their watches an hour faster or slower at the moment when the train crosses a standard meridian. And of course watches must be changed when crossing from one time belt to another. And of course time belts are necessary. Or are they?

Men who served in the Pacific during the war have told me that, when at sea for long periods, their ship operated on Greenwich civil time, the time used in the Nautical Almanac. Only when they returned to a land base was the ship's time synchronized with the standard time of the locality. (Of course the crew, being slaves to the clock and so unable to enjoy their meals without the clock's approval, set their watches as best they could to local time by figuring the longitude from Greenwich.) Why should not the whole world use Greenwich civil time or some other universal time? "No! No!" I can hear you say. Of course it would never do unless we could emancipate ourselves from the tyranny of the clock. Here in Wisconsin we would eat our breakfast at about 1:00, quit work at 11:00 and go to bed at 16:00. So what? We would, at least, get rid of all time belts. Furthermore, the same date would prevail all over the world and would change to the following date at the same instant all over the world. Freed from enslavement to the clock, each community could more effectively utilize the hours of daylight. True, it's only a dream. It is bound to come true some time but probably no one now living will see it. The clock habits are too strong.

JUTE

W. O. BLANCHARD
University of Illinois

The Jute Masquerade

Pat, jute, burlap, tarpaulin, gunny sack—it's all the same—just a change in name. It all depends upon where you are. To the Bengalese farmer it is "pat"; to the textile mill operators of Calcutta or Dundee their raw material is "jute"; to the American housewife in search of upholstering or hangings it is "burlap"; to the sailor protecting his deck cargo from the weather, it is tarpaulin; to the American grain farmer it is the ubiquitous "gunny sack."

A Unique Fiber

Among the world's textile raw material jute is distinctive in two respects. It is the cheapest of the common textile fibers and practically all of the world's supply comes from a densely populated fertile swamp in northeastern India. The world has many tropic deltas. There are also some lowlands which are densely populated. Part of the world's flood plains are subject to regular seasonal overflow and to the deposition of fertile alluvium by the flood waters. But to find all of these features combined in the same small region is rare indeed.

It is this unique combination of humidity and heat, of monsoon floods which both water and feed—these with an abundance of cheap labor—which have given the delta of the Ganges-Brahmaputra rivers a monopoly of jute production. The province of Bengal which includes this delta has a population of some 60,000,000. The jute crop normally sells for about $160,000,000 a return that accounts for about one-half of the entire cash income of the farmers of that province.

Jute Comes of Age

As a vegetable fiber of more than local interest jute is a newcomer. Up to the 19th century it had been used by the natives for twine, rope and rough work clothing. Eventually the East India Company came to recognize its possibilities. In 1832 it was found that whale oil would soften the fiber—hitherto a major difficulty—and consumption figures mounted rapidly. The Crimean War (1854) temporarily removed Russian flax and hemp as competitors just as,

a decade later, our Civil War cut off American cotton from foreign markets. Both events operated to the profit of the Indian jute farmers. Production has grown so that in a good year the crop will reach almost a million tons; this from an area of only three million acres.

The Jute Farm

Production methods of the Indian jute farmer have changed but little thru the centuries. It is a region of small holdings, with rice taking over most of the acreage and serving as the subsistence food

Fig. 1. Jute ready for the local mills or for export.

crop. Between two and three acres will be devoted to jute—the cash crop which provides the where-with-all to pay taxes, the rent and to buy the few necessities which he cannot raise himself.

During the winter the farm is plowed using a water buffalo and a crude wooden plow, sometimes tipped with iron. April sown seeds under the influence of summer heat and monsoon rains grow rapidly. By August the mature stalks now ten feet in height are ready for harvest. They are cut, tied into bundles and laid in a nearby pond. In ten to twenty-five days the outer bark has rotted and the fibers are loose. Standing waist deep in the fetid water the farmer beats the

stalks, strips the fibers by whipping them onto the water surface and then laying them on a frame to dry and bleach. The hard woody center remaining is used for fence posts. The dry fibers go in bales to the buyer for the jute mill or for export agents. About forty pounds of the prepared fiber is considered a fair day's work for a laborer.

The farmer is usually in debt to money lenders who have ad-

Fig. 2. Burlap ready for bailing at Calcutta.

vanced loans received by the crop. When jute prices are low, mortgage holders and tax gatherers have a hard time collecting their due.

Jute Among the Textile Fibers

Jute and hemp are the plebeian members of the textile fibers. The former is coarse and dark in color. Thus far no bleach has been able to make it white. Altho the fibers may be six or even ten feet long the tensile strength is moderate. In general neither of these fibers move in the same circles as do wool, cotton, linen or silk. On the other hand they must do the world's hard, dirty work rather than serve as quality clothing and fabrics.

JUTE MANUFACTURING

Like the cotton of the Deccan, more and more Indian jute is being manufactured locally. However, while Indian cotton is manufactured chiefly for domestic use, the burlap from local looms is mainly destined for export. India has over one-half of the world's jute looms, mostly owned by foreign capital and located just outside of Calcutta along the banks of the Hooghly River.

MARKETING PROBLEMS

As an export commodity jute has been much affected by world conditions and prices have fluctuated thru a wide range. Wartime disruption of transport and markets may bring crises followed by boom times when a new use is discovered. In World War I trench warfare used much jute for sand bags; in World War II these same containers were needed for protection against bombs. Treated burlap was found useful for emergency runways in the allied invasion of western France and in the Burma campaign. From time to time the government has attempted to stabilize the price with only partial success.

The search for low priced serviceable container material is never ending. Paper has largely supplanted wood but it lacks toughness. Cheapness and moderate strength are the great assets of jute and these qualities make it the world's best packaging material for the transportation and storage of a wide variety of goods.

GEOGRAPHY IN A SOCIAL STUDIES FIELD MAJOR

THOMAS FRANK BARTON[1]
Indiana University

In the spring of 1944, in response to an ever increasing demand for well qualified social studies teachers, a list of required courses leading to a Social Studies Field Major was set up at Southern Illinois University. Two years later, in the spring of 1947, 22 students were majoring in Social Studies. Today a major in this field is offered only to students in the College of Education. Yet, there are students in the College of Liberal Arts and Science who have expressed a desire for such a major in their own college.

REQUIREMENTS OF THE SOCIAL STUDIES FIELD MAJOR

In order to complete a Social Studies Field Major in the College of Education, students must satisfy the following requirements:

The major consists of 72 quarter hours in the social studies to be divided as follows:
24 hours in History—12 European, 12 American.
12 hours each in Economics, Geography, Government, and Sociology
Required courses, 45 quarter hours:
- Economics 205 and 355
- Geography 100 and 324
- Government 200 and 300
- History 211 or 212 and 201 or 202
- Sociology 101 and 202

Electives to a total of 27 hours, to be chosen from:
- Economics 206, 310, 317, 370
- Geography 210, 314, 315, 316, 319, 345
- Government, any courses
- History, any courses providing some are in American and some in European
- Sociology 310, 355

The major is to be supplemented with a minor in some subject outside the field of the social studies.

COMMENTS ON REQUIREMENTS

72 quarter hours. Two sets of factors influenced the selection of 72 quarter hours as a minimum requirement for this major. One set consists of the criteria used by the University of Illinois and the State Superintendent of Public Instruction in the recognition and accrediting of Illinois' secondary schools. What a college student

[1] I was the advisor for the Social Studies majors during the school years 1945-1947. At that time I was chairman of the Department of Geography and Geology, Southern Illinois University.

should take to prepare himself as a teacher in the various Social Studies fields and subjects is definitely stated on page 55 of the University of Illinois Bulletin. A prospective history teacher, for example, is expected to have a minimum of 24 quarter hours "in the field of history with a minimum of 12 quarter hours of preparation in European History and a minimum of 12 quarter hours in American History." In addition, the minimum college credit needed to teach each of the other four Social Studies, namely, Economics, Geography, Government, and Sociology, is 12 quarter hours per subject or a total of 48 quarter hours. Consequently, a Social Studies teacher preparing to teach all five Social Studies subjects must have a minimum preparation of 72 hours rather than 60 because of the 24 hours history requirement.

The other set of factors involve the university rules concerning graduation. To graduate from the College of Education, a student must have a major of 36 hours and two minors of 24 hours each, in addition to a 32 hour major in Education. A student can take a double major of 48 hours in a subject or field and then need take only one minor. The 72 hour Social Studies field major is equivalent to a double major and a minor. In addition, he must have a minor outside the field.

Required courses. Forty-five of the seventy-two hours taken for the minimum requirements in the Social Studies field consist of required courses. Once the required courses are out of the way, the student can then accumulate as many elective hours as he wishes in any or all departments.

The introductory course in each department is required of all students. Since these beginning courses each carry a five-hour credit, twenty-five hours of the 72 hour major consists of beginning survey work.

The introductory course in the Department of Geography and Geology is Global Geography. A description of this course in the university catalogue reads "A survey of the physical environment and its application to the human world; the resulting geo-nomic, geo-cultural, and geo-political problems."

In addition to this introductory course, the other social studies departments asked the Department of Geography and Geology to list "Restoration and Conservation of Natural Resources" as a required course. This is taught by a member of the Geography and Geology staff and may be recorded in the registrar's office as Eco-

nomics or Sociology. When recorded as Economics or Sociology, the four hour credit may be applied toward fulfilling a major or minor in these two subjects.

The titles of the other required courses are:

Economics 205 Introduction to Economics
Economics 355 The Economics of Consumption
Government 200 American Governmental Problems I
Government 300 American National Government

History 101 Survey of World Civilization during Ancient Period
History 102 Survey of World History Medieval Period
History 211 Modern Europe 1400 to 1789
History 212 Modern Europe 1789-1946
Sociology 101 Introductory Sociology
Sociology 202 Social Disorganization

Geography electives. The third geography course in the Social Studies major is elective. The student may choose any course from the following: Economic Geography, Geography of North America, Geography of South America, Geography of Europe, Historical Geography of the United States, Political Geography of World Problems, or Advanced Economic Geography.

Fusion. Since the establishment of the major, no attempt has been made to combine courses or to give a survey course wherein the subject matter of all five departments are presented. One will often find students taking two of the social studies courses at the same time. Moreover, they take the one-hundred and two-hundred courses during their first two years in college. The chief responsibility of building the relationships between the subjects rests with the student. At present the attitude of departmental staff is against offering a "fusion" course. This attitude may be partially due to the fact that few staff members are academically trained in all five subjects.

Increased Number of Students Take Major

The number of students taking Social Studies majors has steadily increased. In 1945, one year after this field major was organized, four students graduated with a Social Studies major. In 1946 six students graduated. The Spring Term of this year, 1947, twenty-two students are majoring in Social Studies—thirteen of these are seniors and nine juniors. The registrar's office estimates that 14 students with Social Studies majors will graduate in 1947.

The increase in the number of Social Studies majors is partly influenced by the large number of requests received in the university placement bureau for Social Studies teachers.

REQUESTS FOR SOCIAL STUDIES TEACHERS 1942-1946

Year	Social Studies (alone)	Social Studies (with combinations)	One subject of Social Studies
1942	13	84	107
1943	5	111	138
1944	28	59	69
1945	34	75	58
1946	27	54	66

INFLUENCE ON GEOGRAPHY

1. The increased number of students taking majors has not apparently reduced the number of students taking geography majors. This fact is perhaps due to the increased enrollment at the university. At present, twenty-five students are majoring in geography. Fourteen of these are enrolled in the College of Education, and ten in the College of Liberal Arts and Science. One major is enrolled in the College of Vocations and Professions.

2. Some students carry double majors. For example, a few geography majors also carry a major in Social Studies.

3. Some social studies majors take twelve hours of physical geography so they can qualify to teach all phases of high school geography. The twelve hours of physical geography plus the twelve hours of social studies geography gives them a minor in the subject.

4. Other social studies students take a minor in Physical Geography. As a result, they have a major in geography.

5. Altho 12 hours of college geography appears to be and is a small amount of academic training for a high school geography teacher, only a few of today's high school geography teachers have had that much training. The present feeling of the Geography and Geology staff is that if a high school teacher has twelve hours of training, it is better than none at all. Some high school geography teachers have not had any college geography courses.

6. Once students take three geography courses to meet the Social Studies requirement, they usually like the subject and often take additional work. Some of these students never had geography since they were in the seventh grade. Many learned to dislike pre-college geography for any number of reasons. If all college geography were elective, many would never take the subject.

7. The departmental staff believes that the Social Studies majors will help place geography in the high school curriculum. Some high school administrators would like to add a semester or a year of geography. If they cannot use the services of a full-time geography major, the Social Studies major solves his problem since such a major is prepared to teach geography. When a geography course is properly taught, high school students like it and "sell" the course to other students. Already Social Studies teachers have added geography to some of the larger high schools in southern Illinois.

GEOGRAPHIC LOCATION IN NINTH GRADE SOCIAL STUDIES

MILLICENT HAINES
Milne School, New York State College for Teachers, Albany, New York

News from the sessions of the various branches of the United Nations has sent people to maps and atlases to locate the nations represented and the places being discussed. Both students and teachers have become more conscious of place location. However interpretation of location rather than mere ability to point out a place on a map should be the goal of the social studies program.

This is an account of the attempt to establish the concept of location in ninth grade World Geography at Milne, the practice school of New York State College for Teachers in Albany.

Location of a country, as defined by the geographer, consists of three aspects which were listed on the class blackboard:

1. Position on the earth's surface
2. Accessibility
3. Situation in relation to important areas

In studying position on the earth's surface, the class used the film, "The Airplane Changes Our World Map." This film traced the evolution of maps to show man's changing concepts of his world.[1] Other materials included a sixteen-inch globe and a piece of string, a Mercator world map, a north polar projection map, and an interrupted world map. The points which were emphasized in order to understand position were hemispheres, longitude and

[1] Encyclopedia Britannica film, "The Airplane Changes Our World Map," eleven minutes, 16 mm., sound.

latitude, directions, shortest routes, accuracy and distortion in size and shape.[2] About four days were used for this phase of the work.

The pupils studied the projections in comparison to the globe, the only true representation of the earth, and were encouraged to discover for themselves the facts about the projections. They measured great circle routes on the globe and found distortion on the maps by comparing what appeared to be the shortest routes. They compared sizes and shapes on the different representations by tracing South America and Greenland from the globe and world maps and superimposing them upon each other. This procedure of pupil experiment avoids reducing geography to mere enumeration and description and allows students to work out the ideas from concrete experience. Geography becomes more of a laboratory, and less of a reading subject.

The word "accessibility" sounds difficult, but the concept is easy for ninth graders. In each class some pupils could relate the word to "easy access" or easy to get at. Film strips gave pupils a basis for understanding favorable and unfavorable conditions for accessibility. The filmstrip, "This Shrinking World" by the United Nations showed deserts, oceans, mountains, plains, time, and distance as barriers to travel and transportation. It also showed by various sizes of globes the relative speed and time by different means of transportation. Comments printed on the strip made it meaningful and little discussion was found necessary. "Global Concepts in an Age of Flight" was the filmstrip by United Air Lines which emphasized both projections and comparative travel times.

The class was given only one illustration of the third point, situation in relation to important areas. This consisted of a few sentences about Belgium's location between France, Germany, and Great Britain. The war had left this idea vividly etched in the pupil's minds. In the future as the war recedes from memory it will require more effort to establish this idea.

Then the class was divided into groups of four to make a brief investigation of the locations of certain countries. Each group was told to prepare an oral report on the three aspects of the location of a particular country and was given a general geography

[2] Useful material was found in Elaine Forsyth, *Map Reading*, Geographic Education Series, McKnight and McKnight, Bloomington, Illinois, 1944.

book containing a world map of ocean routes and continental maps including important physical features, navigable rivers, railroads, and canals. There were wall maps and a globe to use in their presentation to the class. After about twenty-five minutes of preparation the reports were called for and they lasted the rest of that period and the following day.

In describing position hemispheres and longitude and latitude were used by the committees. The latter were not to be memorized for the countries, but simply served as a check on the ability to read the information correctly. Accessibility was given mainly in terms of barriers and means of travel. Describing situation caused each group to call upon their collective knowledge of the importance of countries in peace and war.

The countries selected for group study illustrated various conditions. The teacher had in mind the following points for these three examples. The students, of course, used different language to describe these conditions in their reports. The terms *in italics* were introduced only after the students had worked out the idea.

(1) Afghanistan—a *landlocked* country with many *barriers* to travel; only simple means of transportation; almost *isolated;* a *buffer* between India and the Soviet Union.

(2) Czechoslovakia—no seacoast; dependence on rivers; good railroad and airway lines, but these passing thru other nations that are *potential enemies;* the *pincers* which Germany had on the western part of the country.

(3) Union of South Africa—originally on the route to India; after completion of Suez Canal, still able to attract shipping because of agricultural and mineral production; railroad connections from interior to ports; *transcontinental* line from Cape to Cairo; *remoteness* from world centers and yet continuous *contact.*

While varying in quality, the student committee reports indicated that pupils had improved in geographic understanding, specialized vocabulary, and skill in interpretation of maps. During the year further opportunity was provided to apply this method of studying location to cities as well as countries. Locations were no longer mere spots on a map, but a challenge to geographic thinking.

JOURNAL OF GEOGRAPHY PRIZES

Last January we had the pleasure of announcing a series of prizes, to be awarded to contributors of outstanding articles that have appeared in the JOURNAL OF GEOGRAPHY. These prizes are made possible by the generous contribution of one of America's eminent geographers who insists that he remain anonymous. He is convinced: 1) "That the fine service contributed over the years by the *editors* of the JOURNAL merits far more recognition than it has received. These prizes honor them. 2) That the receipt of the prizes by the authors of the articles judged best will encourage these authors and other authors, with the result that additional excellent manuscripts will be offered for publication in the JOURNAL. 3) That public recognition of worthy achievement will help not only those who receive the recognition but also those who participate in any way. Indeed the public will think better of geography and of the JOURNAL when it learns of these prizes." Under the terms of the gift the President of the National Council of Geography Teachers is directed to appoint committees to make the award. The President is *ex officio* a member of each committee.

Richard Elwood Dodge Prize

This prize, in honor of Professor Dodge, has been awarded to Dr. Otis W. Freeman, for his article entitled "The Pacific Island World," which appeared in January, 1945. The selection was made from articles appearing in the five year period 1941-45, dealing with some influence upon mankind of some aspect of physical geography, judged to have been helpful to the largest number of JOURNAL readers. The committee consisted of A. H. Meyer, Thomas F. Barton, E. A. Lackey, J. Russell Whitaker, Earl B. Shaw.

Ray Hughes Whitbeck Prize

This prize, in honor of Professor Whitbeck, has been awarded to Dr. Bruno Lasker, for his article entitled "Mineral Resources of Southeast Asia," which appeared in November, 1943. The selection was made from articles appearing in the five year period 1941-45, dealing with some influence upon mankind of some aspect of economic geography, judged to have been helpful to the largest number of JOURNAL readers. The committee consisted of A. H. Meyer, Thomas F. Barton, Erna Grassmuck Gilland. Douglas C. Ridgley, Earl B. Shaw.

The staff of the JOURNAL wishes to again take this opportunity to express its appreciation of the generous gift which has made it possible to honor Professor Dodge and Professor Whitbeck, who devoted many years to the advancement of geographic education.

THE NATIONAL COUNCIL AT WORK

In the September issue of the JOURNAL attention was directed to the work of the Planning Committee and its relation to the Executive Board and to the functioning of the various committees of the Council. It is the purpose of the organization page in this issue to report to date the personnel of the various committees. Since members of the Council or non-members may wish to direct inquiries or suggestions to the several committees, the addresses of chairmen are also given.

As stated in the last issue, since the Planning Committee is the overall steering committee of the Council, all committee chairmen should report their projects to the chairman of the Planning Committee in order that the work of the Council may be properly coordinated and unified.

Planning Committee: Mrs. Katheryne T. Whittemore, chairman, State Teachers College, Buffalo, N.Y., Miss Alice Foster, Tom Barton.

Aviation Geography Committee: Richard T. Tuthill, chairman, University of Kentucky, Lexington, Ky., Adelbert K. Botts, Clark N. Crain.

Budget Committee: Thomas Barton, chairman, Indiana University, Bloomington, Indiana, John H. Garland, Earl B. Shaw.

Distinguished Service Award Committee: J. R. Whitaker, chairman, George Peabody College for Teachers, Nashville, Tenn., Miss Alison Aitchison, H. O. Lathrop, Miss Mary Jo Read, Miss M. Melvina Svec.

Committee on Geographic Education for World Understanding: Sidman P. Poole, chairman, University of Virginia, Charlottesville, Va., Wallace W. Atwood, S. W. Boggs, Edwin J. Foscue, Mrs. Erna Grassmuck Gilland, Walter O. Willey.

Committee on High School Curriculum: Miss Zoe A. Thralls, chairman, University of Pittsburgh, Pittsburgh, Pa., H. O. Lathrop, Miss Elizabeth Lichton.

Committee on Inquiry: Miss Zoe A. Thralls (for address, see above).

Nominating Committee: Preston E. James, chairman, Syracuse University, Syracuse, N.Y., Alden Cutshall, M. Melvina Svec.

Publications Committee: Miss Melvina Svec, chairman, New York State College for Teachers, Oswego, N.Y., Loyal Durand, Jr., Miss Villa B. Smith, Henry J. Warman.

Director of Public Relations: David J. Swartz, 899 Tenth Ave., N.Y.

Research Committee: Wallace W. Atwood, chairman, Clark University, Worcester, Mass., John H. Garland, Edwin H. Reeder, J. R. Whitaker, Miss Lillian Worley.

Committee on the Seal: Loyal Durand, Jr., chairman, University of Tennessee, Knoxville, Tenn., George J. Miller, Guy-Harold Smith.

Standards Committee: J. Granville Jensen, chairman, Oregon State College, Corvallis, Oregon, L. C. Davis, Paul R. Hanna, Preston E. James, Miss Mary V. Phillips.

Committee on Tests: Miss Marguerite Uttley, chairman, Iowa State Teachers College, Cedar Falls, Iowa, George J. Miller, Miss Zoe Thralls.

Committee on Yearbook, 1948: Mrs. Katheryne T. Whittemore, chairman, State Teachers College, Buffalo, N.Y., Preston E. James, Miss Zoe A. Thralls.

ALFRED H. MEYER, *President*

EDITORIAL NOTES AND NEWS

At the First National Conference on UNESCO, held in Philadelphia, Pa., March 24-26, 1947, the National Council of Geography Teachers was represented by Sidman P. Poole, Chairman and Erna G. Gilland, Secretary of the Committee on Geographic Education for World Understanding. Representatives of other geography groups were Association of American Geographers: J. Russell Smith, Gilbert F. White; American Geographical Society: Nordis Felland, Ray R. Platt; American Society of Professional Geographers: Bernice Casper, William Christians.

At the Mountain-Plains Regional Conference on UNESCO, held in Denver, Colorado, May 15-17, 1947, under the auspices of the U. S. National Commission for UNESCO, the National Council had delegates from seven of the eight states represented:

Colorado: Eugene Hansen, Grand Junction; Lee R. West, Greeley.

Kansas: Anne M. Goebel, Emporia; Grace Starlin, Newton; Etelka Holt Vincent, Pittsburg; L. C. Wunderlich, Winfield.

Nebraska: Carrie C. Hansen, Hastings; E. E. Lackey, Lincoln.

New Mexico: Enla Bybee, Boswell.

Oklahoma: C. J. Bollinger, Norman; George S. Corfield, Stillwater; Carol Y. Mason, Tulsa.

Utah: L. Elliott Tuttle, Provo.

Wyoming: Ruth Linder, Laramie.

This summer, Kent State University, Ohio, sponsored a four page mimeographed news letter featuring the work of the department of geography and geology, and its expanding enrollment, equipment, staff, and offerings. Kent's Training School is commended for its promotion of a tenth-grade two-semester course in geography. If interested in this news letter, contact W. F. Raup of the department.

The International Geographical Congress is planning a meeting in Lisbon in September, 1948. A wide range of topics will be presented for discussion. A number of excursions in Central and southern Portugal are being planned.

The British Glaciological Society has opened its post-war activities with the publication of The *Journal of Glaciology*, Vol. 1, No. 1, in January, 1947. Particulars can be secured from the Society's Assistant Secretary, in care of the Royal Geographical Society, Kensington Gore, London, S.W. 7.

Are you in need of new maps for your classroom or personal files? If so, you may wish to consult the National Geographic Society, Washington, D.C., which has for sale about forty different wall maps. They are the ten-color charts that have appeared as supplements to the *National Geographic Magazine*. Some of these supplement maps have been reproduced nearly double the original size. You can also secure files, each of which accommodates twenty folded maps.

GEOGRAPHICAL PUBLICATIONS

Robert B. Hall. **Area Studies, With Special Reference to Their Implications for Research in the Social Sciences.** Pamphlet 3, 90 pp. Social Science Research Council, New York, May 1947. $1.00.

Geographers have a stake in "area studies"; in fact many would hold that, in the planning of inter-disciplinary programs, their hard-won experience should have been drawn upon more freely than it evidently was. Some recognition of the key position of geography is evidence in assigning to one of its leaders the task of surveying the status and trends of teaching and research in the many programs scattered thruout the country.

The opening pages indicate the scope of the survey, the institutions visited, and the "tests" to which operating programs were put: did the program have official standing within the institution; did it include several disciplines other than language; was adequate instruction and integration provided?

To many, especially non-geographers, the thought will be new that earlier generations "have strongly felt the need for a total knowledge of areas," and that "area studies were not born of the war." It is more correct to say that the recent war accelerated interest in such programs. Already in existence were "institutes" on Latin America or perhaps the Orient. The war situation brought forth many new area groupings and caused variations in their form. Occasionally, programs thus hastily contrived proved academic abnormalities on the campuses where, for a time, they apparently flourished.

These background considerations out of the way, the author next considers the arguments for and against the role and value of area studies. Lack of unanimity of opinion among scholars and administrators is made evident. Elements favorable to area programs are perhaps well known; objections to them are said to fall into different orders of magnitude. Of the first order is the objection that area studies lack a hard, central core, and that competence in research is difficult to evaluate. Social scientists seem generally to look with favor on these programs, recognizing more keenly than others the need for cross-fertilization among the fields included.

The pamphlet concludes with a survey of the objectives of area studies (divided into graduate and undergraduate phases), a description of "Particular Programs and Projects," and "Conclusions and Recommendations." The discussion of operating programs at each of a dozen university centers, it is felt, could have been advantageously expanded. The programs are first described and then briefly considered under the heading of "remarks." The hope-for evaluation is generally lacking, understandably so, on second thought, in view of the delicacy of the problems involved. For example, it would be helpful to know the nature of the "opposing views" which, for want of reconciliation, threaten the fulfillment of programs on certain campuses. Particularly valuable, in view of the geographical training of the author, would have been an appraisal of the University of California Joint Research Program, District of Tlapa, Guerrero, Mexico. Here Dr. Hall withheld his remarks, leaving the reader to his own resources in the evaluation of a program which, unlike the others, is focused upon a limited area.

Under "Conclusions and Recommendations" Dr. Hall advances from the position of recorder to that of critic. "Not all attempts at undergraduate programs warrant encouragement," he says. Certain minimal standards of attainment must be met. These include participation of many disciplines in the social sciences and humanities, and possibly the cooperation of natural scientists "who have area interests." From the graduate school standpoint, opportunity should be given to work for a higher degree in joint departmental programs. Library resources are essential to sustain graduate and research performance. Staff members should be given opportunity for periodic visits to the areas of specialty. Finally there is need for a soundly developed national program of area studies. This would be a contribution to factual knowledge and scholarship and, with

the horrors of a recent war still vivid, a means of gaining an understanding of other peoples of the earth with whom we must learn to live.

University of Minnesota Ralph H. Brown

James S. Gregory and D. W. Shave. **The U.S.S.R., A Geographical Survey.** 636 pp.; maps, bibliogs., appendix, index. John Wiley & Sons, N.Y. 1944. $4.25.

First published in England in 1944, this book outlines the geography of the U.S.S.R. and traces the evolution of the Russia of today from the old Russia before 1917. Its store of readable information will enable the teacher to reorganize his individual, and possibly obsolete, concept of nearly one-sixth of the earth's inhabited surface. The Gregory-Shave survey will also find an important place in courses dealing with Europe or more generally with world regional geography.

In major outline the book is traditional. Part I is a general survey of environmental factors and historical and economic development, together with a helpful sketch of the political structure of the U.S.S.R. A slightly discordant note in a book notable for its use of Russian materials is the regional treatment of climate according to an adaptation of Kendrew rather than of Koeppen, whose work was so closely identified with Russia. Nevertheless, the climatic chapter, written by Mr. Shave, is an able handling of subject-matter.

In Part II, "Regional Geography," the reader advances logically from the less complex areas, such as the North and Central Siberia, to the more densely peopled and industrialized regions of the Urals and the West. Altho the authors do not say so specifically, they evidently view regions as convenient units of discussion rather than as discrete areas whose limits must constantly be justified or defended in terms of physical or economic unity. Omission of parenthetical discussions, best confined to the geographer's workshop, will be appreciated by the majority of readers.

Original Russian works provide the basic sources used by the authors. They find much to praise and little to criticize in the Soviet social and economic plans concerning which, in other quarters, there has been much controversy. The reader cannot help but wonder if planning aims have not in some cases been confused with actual accomplishments. That industries have been located "to ensure the maximum use of raw materials which lie close at hand," seems a more likely accomplishment of the present than that, agriculturally, "each area specializes in those crops for which it possesses the most favorable conditions." In the Yenessei "the Soviet Government is encouraging the people to adopt a more settled mode of existence," and, in what lately was vaguely called Trans-Caspia, the squalid huts and ruined temples of Czarist times "remain in the shadow of modern stone and concrete flats and factories . . . the signs of the new civilization which have so rapidly transformed Kazakhstan during the short space of twenty years." These and many other glimpses thru a slightly raised "iron curtain" greatly enhance the interest of this geographical survey.

University of Minnesota Ralph H. Brown

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Dr. Lemert is Professor of Geography at Duke University and has spent many seasons in field studies in Mexico. He has just returned this fall from his most recent trip to the region. Numerous articles by him have appeared in previous issues of the JOURNAL. Teachers will find a collection of his writings very helpful in their work on Mexico.

Homes and Homesites in Selected Areas of Eastern Asia. By Alden Cutshall 296

Dr. Cutshall is in charge of geography at the Chicago Branch of the University of Illinois. He has been a frequent contributor to the JOURNAL and is author of a chapter on the Philippine Islands in the new volume entitled "World Political Geography." A recent paper entitled "The Philippines in Transition" appeared in the July issue of *Current History*.

Profit from a Crop of Trees. By William J. Berry 302

Dr. Berry is Chairman of the Department and Professor of Geography at Western Michigan College of Education, Kalamazoo, Michigan, and formerly secretary of the National Council of Geography Teachers.

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Dr. Pearcy is a geographer with Trans World Airline. He has been in the Traffic Department for several years but has now changed to Advertising. He is also joint author of "Geopolitics in Principle and Practice."

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Miss Eisen is Professor of Geography, Kent State University, Kent, Ohio, is an active leader in geographic education and a frequent contributor to the JOURNAL.

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Mr. Edwards is a social studies teacher at Roxbury School, Johnstown, Pennsylvania. He did his graduate work at the University of Pittsburgh.

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